

Archdiocese to the local schools. In the past 30 years, more than \$320 million has been granted to schools. In the past 15 years, the Big Shoulders Fund has provided an additional \$110 million in scholarships to students and direct aid to schools. Catholic high schools have provided over \$14 million in financial aid during the 2001-2002 year alone. It has become clear that new efforts and strategies that demonstrate a greater commitment to stewardship must be initiated to sustain schools.

The Office of Catholic schools (OCS) and school administrators throughout the Archdiocese of Chicago acknowledge the need to continually improve and update the services offered to students, teachers, administrators, and parents of Catholic schools while maintaining a spiritual perspective on learning. Over the last several years the OCS has become increasingly aware of the need to incorporate technology in teaching, learning and management of the schools in the Archdiocese. With this growing concern, the OCS determined there was a strong need to study current technology use in the schools and to develop a comprehensive plan for the future deployment and use of education technologies. In the fall of 1996 the OCS contracted with the Center for Educational Leadership and Technology (CELT) to assist in conducting a comprehensive education technology planning study. This study produced a planning document that provided direction to improve and enhance the teaching and learning process.

In 2001, it was determined that the 1998 plan needed updating. Though many strides were made, it became clear that, more than ever, the schools in the Archdiocese of Chicago need to infuse modern technology into teaching, learning, assessment and management.

The process of planning involved a collection of massive amounts of data regarding the present use of technology and existing needs that the future use of technology would impact. The technology survey data, as well as, assessments completed in the Chicago Education System Technology Integration Plan of 2000 (Whittmann-Hart Plan) provide compelling insights into the gaps between our current reality and our preferred vision.

The data was analyzed by the OCS Technology Management Team and presented to a Planning Advisory Committee. This committee was composed of the key stakeholders in Chicago area Catholic education; pastors, presidents, principals, teachers, central office personnel, parents, business and higher education leaders. The major findings are as follows.

Status of Technology in Schools

Schools have computers available for both educational and administrative use in all facilities, with very diverse levels of both quality and quantity identified. Archdioceses of Chicago schools have computers with both the Apple and the Windows operating systems used for administration and instruction.

The computer curriculum in most schools is treated as a separate subject, similar to art, music, and physical education. The classes often are scheduled in a computer lab during a prescribed time. Even in schools with significant technology resources, there appears to be limited technology integration in the delivery of core content area curriculum (language arts, math, science, social studies, and religion).

Local-area network configurations are beginning to be installed and can be found in most facilities. The majority of schools in the Archdiocese lack sufficiently powerful electrical service and/or sufficient electrical wiring to support expanded use of technology devices.

Virtually all schools use computers to support some of their administrative information management needs. Archdiocese schools report using word processing, student information databases, and tuition finance databases far more frequently than other common administrative or office automation applications.

While there are diverse examples of technology use in the teaching at schools, it is very apparent that there is a lack of sufficient technology infusion to provide equitable learning opportunities across the curriculum with respect to state-of-the-art technologies. This plan is particularly important in regard to developing a system-wide approach that can enable a more equitable technology infusion to support teaching and learning.

Development of the Vision

The Technology Planning Advisory Committee articulated key concepts to reflect a common vision for technology infusion in Catholic schools of the Archdiocese of Chicago. Statements to describe how technology infusion furthers the mission of Catholic schools were crafted. Beliefs that guide actions toward the realization of the vision were developed.

These concepts and statements were compiled and edited by the Technology Management Team into the Mission, Vision and Belief Statements of the Technology Plan.

The Technology Planning Advisory Committee and the Superintendent of Schools and the Office of Catholic schools staff endorsed the draft. Parents, teachers and administrators in local school communities reviewed a draft of the statements and provided written feedback. This feedback was incorporated into the Vision Statement:

Vision

Administrators, teachers, parents, guardians, and students will become continuous, resourceful, engaged learners as well as ethical, responsible citizens ready to anticipate and address the complex challenges of a global technological society.

Next the Advisory Committee identified the major goals that would direct Catholic schools toward this common Vision. Those goals are:

STAKEHOLDER COMMUNITY INVOLVEMENT

- Catholic schools, in partnership with the surrounding local and global communities, discover and leverage the educational, financial and technical resources available.
- Catholic schools strive for equity in Archdiocesan-wide uses of technology.
- Catholic schools provide enhanced learning opportunities and support for local school communities.

- Catholic schools, in partnership with the associated local and global communities, leverage technology to enable and optimize communication and the exchange of information.
- Catholic schools will develop written technology plans that are based upon the mission, vision and belief statements and major goals of the OFFICE OF CATHOLIC SCHOOLS technology plan.

ENGAGED LEARNING

- Catholic schools integrate technology competencies into the process of content-based teaching and learning in all disciplines at all instructional levels.
- Catholic schools, independently and collaboratively use technology to communicate, access, analyze and evaluate information.
- Catholic schools align technology initiatives with school improvement goals for curriculum, instruction, and assessment.

PROFESSIONAL DEVELOPMENT

- Catholic School professional staff (Administrators, Teachers, Librarians, Specialists) and support staff demonstrate competencies in technology skills and practices related to their responsibilities.
- Catholic schools provide professional development in technology to support and enhance curriculum, instruction and assessment.
- Professional development reflects current research and best practice.
- Professional development technology needs will be fully funded.

TECHNOLOGY DEPLOYMENT AND SUSTAINABILITY

- Catholic schools have sufficient technology resources for teaching, learning and management.
- Catholic schools electronically network with the Archdiocese and each other.
- Catholic schools leverage resources and programs to ensure adequate technology services.
- Catholic schools adopt technology policies for the acquisition, deployment, utilization and support of educational technology and school management.
- Catholic schools utilize administrative information management systems.

The schools of the Archdiocese of Chicago have the responsibility to prepare their graduates, the leaders of tomorrow, for the challenges they will face. This rapid change has significant implications for teaching and learning in the schools of the Archdiocese. This plan will assist with providing students in Catholic schools with an educational environment and experience that prepares them for these new challenges.

The Church exists in order to evangelize, that is, to carry forth "the Good News to every sector of the human race so that by its strength it may enter into the hearts of men (and women) and renew the human race." (GDC, par.46, 1997).

All ministries of the Catholic Church exist for the purpose of sharing the Good News (GMD, 1992). Catholic schools find their "justification in the mission of the Church...based on an educational philosophy in which faith, culture and life are brought into harmony." (TRDECS, 1988). Catholic schools have a unique role in the Church since they provide a systematic educational process by which **culture is transmitted in the light of faith**. Through understanding the world and culture in the light of Gospel teaching, Catholic schools are in the unique position to help the student towards a "conscious choice of living a responsible and coherent way of life." (TCS, par 49).

The language of a Mission Statement must convey the primary purpose of the Catholic School: the evangelizing mission of the Church communicated through the educational process.

Since all ministries of the Catholic Church exist to share the Good News, the proposed technology mission statement supports, sustains and challenges the schools of the Archdiocese in their ongoing efforts to become Catholic, vital and excellent. **Since culture is transmitted in the light of faith**, technology, its use, deployment and management, is understood in light of Gospel teaching.

Mission

Catholic schools in the Archdiocese of Chicago utilize technology to enhance, enable and engage school communities to become Catholic, excellent and vital.

What is the anticipated product or outcome of evangelization for the Catholic school community?

The Vision Statement articulates the direction that must be pursued in order for the school to accomplish its goals and attain its preferred future. A shared Vision provides FOCUS and IMPETUS. When a Vision is shared, the community is connected, bound together, by a common aspiration.

Vision

Administrators, teachers, parents, guardians, and students will become continuous, resourceful, engaged learners as well as ethical, responsible citizens ready to anticipate and address the complex challenges of a global technological society.

Belief Statements articulate a manner of acting that is consistent with the articulated and agreed upon Mission as the school community works toward achieving its Vision.

Belief Statements

- Gospel values permeate the curriculum and the total school environment.
- Catholic schools aid parents in fulfilling their role as primary educators.
- Catholic schools are learning communities where administrators, parents, teachers and students participate in lifelong learning.
- Catholic schools are centers of wide-access communication for their communities.
- Learners develop as critical thinkers and creative problem solvers by accessing technology and through personal teacher interaction.
- Administrators, teachers, parents and students incorporate ethical practices and appropriate standards and protocols in the use of technology.
- Curricular, co-curricular, extracurricular and administrative operations are improved by resourceful use of contemporary electronic technologies.
- Technology is equitably accessed by all schools.
- The Office of Catholic schools and schools in the Archdiocese of Chicago model good stewardship in their use of available human and material resources.
- Cooperative, collaborative teamwork is characterized by a dynamic learning community.
- Technology is integrated in teaching, learning and assessment across disciplines.
- The capacity of schools staffs is strengthened by effective communication, adequate resources, ongoing professional development and mentoring.

Development of the Mission and Vision Statements

The Technology Planning Advisory Committee articulated key concepts to reflect a common vision for technology infusion in Catholic schools of the Archdiocese of Chicago. Statements to describe how technology infusion furthers the mission of Catholic schools were crafted. Beliefs that guide actions toward the realization of the vision were developed.

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SECTION 6:**CONNECTING TO THE ILLINOIS LEARNING STANDARDS
& SCHOOL IMPROVEMENT INITIATIVES**

The central purpose of this technology plan is to improve and enhance the teaching and learning process in all Catholic schools in the Archdiocese of Chicago. These schools are involved in a continual process of curriculum development and revision. Revised curriculums involve technology integration components.

The Archdiocese of Chicago helps schools develop their own curriculum by providing support such as recommended best practices. Schools are encouraged to develop a curriculum most suitable for their student population. The Office of Catholic schools offers assistance in the form of appropriate models, curriculum development resources, workshops and literature. OCS provides a framework that identifies the goals and objectives to be mastered at each grade level. Goals and objectives are based upon state and national standards.

Recent OCS initiatives similar to the North Central Accreditation process have developed and implemented a School Improvement Process for the schools in the Archdiocese of Chicago. These initiatives call for curriculum revision utilizing the Six Essential Learnings in a Technological Society (NCREL, 1994), the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS, 2001) and the Illinois State Learning Standards. These processes require the inclusion of improvement initiatives based upon quality standards.

Local Catholic schools utilize these standards in different ways. Typically, schools utilize assessment tools (California Achievement Test results, student grade reports) to identify areas for improvement. Curriculum revision addresses these gaps while technology integration is incorporated to assist in instruction and learning.

Catholic schools access all available Federal, State and private sector support for technology integration including, but not limited to:

- E-rate
- Title Programs
- Illinois State Textbook Programs
- Chicago Community Trust
- Ameritech Technology for Tomorrow Program
- AT&T Foundation Grants
- MacArthur Foundation Grants
- Local Private and Business Grants

SECTION 7: CLOSING THE GAP: GAP ANALYSIS OF CURRENT REALITY AND THE VISION

I. Overview

OCS is an organization of approximately 43 high schools and 261 grade schools throughout the city of Chicago, and Lake and Cook counties. The OCS administrative offices are located at 155 E. Superior and 1255 N. Noble. Currently, the administrative organization of OCS is using PC's in a LAN environment. However, no WAN exists for the schools and OCS as a whole. Most schools have LANs, but many are only located in computer labs. Not all schools have Internet access, but those that do have Internet access use a variety of Internet Service Providers (ISP) with a variety of connectivity (see the following drawing under **Current Infrastructure** in **Technology Deployment and Sustainability**).

OCS, through one part-time technology consultant, provides materials, training, and guidance for schools in developing technology plans, applying for E-Rate funding discounts, professional development opportunities, grant opportunities and refurbished equipment distribution.

The Office of Information Technology (OIT) is another department in the Archdiocese of Chicago, which provides the following technology services to all schools

- Advice and recommendations on sources and types of technical support.
- Support for office automation applications and related administrative tools.
- Guidance in technology purchases, policy development, and strategic planning.

Local schools are responsible for providing:

- Direct technology maintenance services.
- LAN connectivity, network management, and firewall security service.
- E-mail and Intranet services.
- Strategic planning, budget, and procurement review processes.
- Policy or standards for procurement and maintenance of PC/LAN hardware and software.

Schools that have LANs and/or stand-alone PCs provide the following services to students and teachers:

- Access to global Internet resources using multiple Internet Service Provider (ISP) vendors.
- Localized e-mail services to principals, teachers, and students.
- PC hardware acquisition that is based on a per school basis with no common standards.
- When available, a full or part-time technology director/coordinator or computer classroom teacher performs end-user support.

Technology and operational budget planning occurs only at the local school level with the scope of the plans varying greatly from school to school.

II. Community Involvement, Awareness and Equity

Awareness of the benefits of technology used in the educational system is gradually growing. All OCS school consultants can articulate the vision and goals of the technology plans to the schools with whom they work and also demonstrate competency in basic technology skills.

Many schools lack technology plans and staff development programs, but the situation is changing, 71 schools have technology plans. 100% of the schools respond to the yearly school technology survey. Schools with Technology Plans have engaged in a public awareness strategy as part of their Plan. OCS working with the Office of Information Technology (OIT) is disseminating information on expanded technology support for the schools. This includes information such as standards, vendors, and model configurations.

Additional activities related to technology planning are also in process. OCS, OIT, and the Archdiocesan Facilities Services and Construction are working together to publish construction and renovation guidelines that schools can use to meet technological needs. Volunteer guidelines are being established, and schools are in the process of including an appropriate Internet Policy in their handbooks.

Over the course of the School Improvement Plan (SIP) cycle, all schools will have integrated their technology plans into their school strategic plans. OCS reviews every school's strategic plan over the course of six years.

Beginning with the 1998 Education and Technology Conference, OCS provided annual workshops for schools in using applications for school information systems. OCS working with OIT, continues to address emerging technology issues including the identification of acceptable administrative applications such as school administrative management packages. OCS Technology Management Team published assessment measures for the Technology Plan for schools in the Archdiocese of Chicago. This is an ongoing process. OCS Technology Management Team will publish implementation results for the first phase of the Technology Plan.

Community Involvement *Gaps*

- Continue promotion of the benefits of technology in education to schools and other stakeholders.

Currently, no policy or technology is in place to provide equitable access and availability to technology for all schools system-wide. Equity in access to educational technology remains an issue. Catholic schools struggle to find available resources to fund local technology plans. There is a strong need for a centralized technology funding campaign.

Schools eligible to participate in funding for federal and state monies for technology are contacted yearly by OCS. Approximately 65% of all schools currently participate in seeking discounts via Universal Services (a state-run program offering discounts on software).

Equity and Availability Gaps

- Provide a funding mechanism to support technology for schools.
- Decide on minimum technology standards for all Catholic schools and provide resources to close the gap for disadvantaged schools.
- Participate 100% in E-Rate discounts.
- Develop and provide access to a central database of OCS resources.

III. Curriculum, Instruction, Assessment and Engaged Learning

OCS acts in an advisory, consultative and supportive role to the Catholic schools in the Archdiocese of Chicago. The Office continues to implement the 1997-2001 Technology Plan for Catholic schools. Strategies and initiatives have been implemented over the last two years to help meet the technology goals established in 1997. Most schools are in the process of ongoing curriculum revision. Revised curriculums generally include technology integration components. There is great redundancy in the current curriculum development process within the organization because it is still primarily paper-based. However, progress has been made through the use of online research for curriculum development (enabled by such tools as the Lightspan Network). A software product (Curriculum Designer) is also being used in over 50 schools to automate the curriculum development process. Most curriculum modules are found only in print form. This limitation is changing as newer curriculums are developed to include an electronic format for more efficient articulation and revision.

OCS helps schools develop their own curriculum by providing support such as recommended best practices. Schools are encouraged to develop a curriculum most suitable for their student bodies and OCS offers assistance in the form of appropriate models. OCS provides a Framework of Core curricula that provides main goals and objectives for each grade level at mastery-level based on standards. Other components of the curriculum are left to the individual discretion of the schools.

OCS prides itself on local school curriculum development that engages teachers in the professional activity of describing teaching and learning.

Catholic schools in the Archdiocese of Chicago develop, deliver, and evaluate curriculum at the local school level. Workshop, curricular development materials and other professional services provided by the Office of Catholic schools have helped local schools integrate technology as a teaching, learning, and assessment tool.

Although the current curriculum development processes, as well as, most curriculum modules within the Archdiocese are primarily paper-based, inroads are being forged into the use of electronic tools for curriculum development. Pilot programs in curriculum development have used Web-enriched, as well as, software resources. This electronic format allows for more efficient development and revision.

While teachers are utilizing more technology in the delivery of the core curriculum, few teachers use technological resources to assist with student monitoring and other assessment tasks. 90% of Catholic high school graduates attend college, yet there seems to be a need to develop programs in some Catholic high schools that could more adequately prepare young people in the technology skills used in the workplace.

The computer curriculum in most schools is treated as a separate subject and scheduled in a computer lab during a prescribed time. Even in schools with technology resources, there is limited technology integration in the deliver of core content such as language arts, math, or science. However, this situation is improving. OCS developed units in biology education with the help of the AT&T Enrich program. Selected Archdiocese of Chicago and Chicago Public Schools teachers developed engaged learning models in biology. This program provides an excellent model of engaged learning that may be replicated to other subjects system-wide.

Curriculum, Instruction and Engaged Learning Gaps

- Use technology to develop, revise, and share curricula effectively.
- Offer models for engaged learning activities for all class levels and the four core content areas
- Develop, promote, and maintain a library of reliable, accessible educational resources such as approved software, Web sites, conferences, and publications.
- Determine a method whereby teachers can easily track student progress in attaining specific curricular goals as listed in the curricular guides.
- Continue to leverage limited local resources with the use of E-Rate discounts, Title III, and corporate grants to support the implementation of local technology plans.

Instructional Technologies

OCS has limited instructional technologies currently in place but continues to seek out and identify a variety of options appropriate for schools in the Archdiocese of Chicago.

- Fifty schools are piloting the use of curriculum development software.

- More than fifty schools utilize the Lightspan Network for research, lesson plans, and assessment strategies

Schools throughout the Archdiocese are integrating technology with instruction using a variety of strategies including: online field trips, e-mailing to experts, course syllabus, assignments and teacher feedback online, computer assisted design, graphic calculators with computer interface, and Internet research.

Student Assessment

Most student record information is maintained on a site level, OCS does receive aggregate information on students on a per school basis. There is currently no system-wide standard for maintaining student information. There is also no system-wide standard for a student evaluation system.

Student Assessment Gaps

- Build a data warehouse of student information for tracking, evaluation and to drive decision-making (using aggregate numbers to maintain student privacy.)

IV. Professional Development

Initial implementations of the 1997 Technology Plan placed the greatest emphasis on staff professional development. Consequently, the greatest progress has been made in this area. OCS is creating staff development opportunities that move educators from acquiring isolated skills in the area of technology to integrating technology into the curriculum.

Computers, software and the Internet are amazingly effective and exciting teaching tools. But it takes more than high-tech equipment to succeed in the classroom. It takes a clear understanding of how to use these powerful tools to improve academic performance and enhance student learning.

Previous teacher training programs have centered upon teaching software application skills in one-day workshops with little follow-up and support and with little connection to student learning outcomes.

It has become clear that for systemic change to occur in schools, teachers must be provided with training that: 1) is hands-on, 2) interactive and online, 3) addresses varying levels of technical skill, 4) is directed toward student learning outcomes, 5) models the use of telecommunications tools, 6) provides skills to create engaged learning environments, 7) is sequential, 8) provides instructor follow-up and support, 9) is supported by school administration.

Matrices of technology competencies are being developed for and with teachers, students, administrators, and OCS personnel. OCS has provided staff development opportunities that align to the new teacher technology competencies of the National Educational Technology Standards for

Teachers (2000), the Illinois State Department of Education and to the ethical and religious dimensions of the Archdiocese of Chicago.

OCS and school personnel are incorporating technology into individual professional growth plans. Integration of technology into the curriculum and into the classroom is highly desired staff development topics. These topics are currently being addressed throughout the year via Saturday, weekday, and evening workshops. Well over a thousand individuals have attended these workshops to date. These workshops are offered both at the OCS training center and at local sites. 80% of all school personnel have engaged in some staff development for technology.

Many schools are in need of comprehensive professional development plans. A new Staff Development Committee was formed in 1999. To date, they have assessed past workshops and developed a needs assessment with input from school administration, teachers, and OCS professional staff. They are also promoting best practices. In 2001, this committee was absorbed into the Area Coordinators Team. A multi-year Staff Development Plan is expected to be developed as the local school engages in the School Improvement Process.

Teachers training teachers appear to be the most successful staff development models employed within the Archdiocese. OCS has identified teachers within the system who can teach technology for the train-the-trainer models. Teachers have been identified and are currently being utilized in the AT&T Cyberlab and the "Teaching and Learning in the 21st Century program.

OCS is developing the following partnerships.

- "Teaching and Learning in the 21st Century", a partnership with the Center for Teaching and Learning is a nonprofit professional development organization that helps educators learn to effectively use and integrate educational technology into their classrooms. The program is using a cohort study model.
- A partnership with Classroom Connect for the yearly Connected Classroom Conference.
- Partnerships with North Central Regional Educational Laboratory (NCREL) and other organizations are being developed to provide educators with the opportunity to become leaders in the area of technology integration into the curriculum. A focus will be on learning how to use the Indicator of Engaged Learning that NCREL developed to design learning activities.

Teacher Development

OCS has the following initiatives in place.

- Certificate of Technology in Education -The OCS in collaboration with the Center for Teaching and Learning (CTL) provides coursework to enable teachers and administrators to achieve a high level of technical competence.
- The OCS offers workshops on developing and writing a school Technology Plan.

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- Workshops at the OCS Noble Street site -A variety of workshops are offered. Workshops focus on technology infrastructure, technology software applications, and instructional technology/curriculum integration. Most of these courses are provided by outside vendors.
- OCS and AT&T Broadband provide training for Internet and Cable Video usage through the AT&T Cyberlab program.
- DePaul University partners with selected inner-city schools to offer teacher training in engaged learning and application skills.
- Local schools are utilize staff development offered by their local public school districts, area technology hubs and university programs.

Principal Development

- Institute for School Excellence offers a workshop entitled, "Technology Leadership for Administrators" to assist administrators in in planning for change. This workshop is in the planning stage.

Professional Development Gaps

- Develop programs geared to a variety of achievement levels.
- Develop a self-assessment process to measure teacher technological skills.
- Develop comprehensive staff development plans system-wide and on a school-by-school basis.
- Continue ongoing development of current programs, making revisions based on identified effective methods.
- Develop additional partnerships with staff development providers including institutes of higher learning.

School Technology Planning

Many schools have developed local technology plans and OCS is providing increasing levels of training and support in this area. Technology Planning was emphasized in 1999. OCS provided system-wide planning workshops that trained approximately 1000 individuals engaged in the technology planning process for their schools.

Currently, OCS provides training to assist technology plan development. All schools are encouraged to develop a technology plan that allows access to additional federal funds. Schools are in varying stages of developing technology plans. Approximately 20-25% of schools has technology plans that meet Illinois State Board of Education (ISBE) criteria.

OCS uses train-the-trainer models to mentor schools that need technology planning. OCS created a World Wide Web accessible technology planning template.

A consulting firm, Center for Education Leadership and Technology (CELT), developed a technology plan for OCS and for the Archdiocese of Chicago (AOC). They also created a bridge document that shows points of convergence in the two plans. This was completed in February 1998.

Publication of OCS guidelines for acceptable use policy of electronic communications in schools has been completed. At the local level, schools may create their own policy through the involvement of workgroups including principals, teachers, and board members. OCS acts primarily as a facilitator. New federal e-rate requirements have necessitated the development of a School Internet Safety Policy. This is currently in development.

Currently, across schools, there is no consistent technology role for library media staff. This has been changing. Also, new hires are more technologically savvy.

OCS provides materials and training to assist schools in applying for E-Rate discounts at the local level. One person at OCS is available for hotline assistance and individual help. In fiscal year 1997-98 (Year 1) schools in the AOC qualified for \$1.95 million in discounts. For the second year, a greater number of schools applied. For Year 2 (1998-1999), they qualified for \$2.12 million. In Year 3, 138 schools received \$1,759,759.29.

Technology Educators for Catholic High Schools (TECHS) provide ongoing peer support. Members include technology coordinators at secondary schools within the Archdiocese. They meet four times yearly to exchange ideas, but communicate often through e-mail.

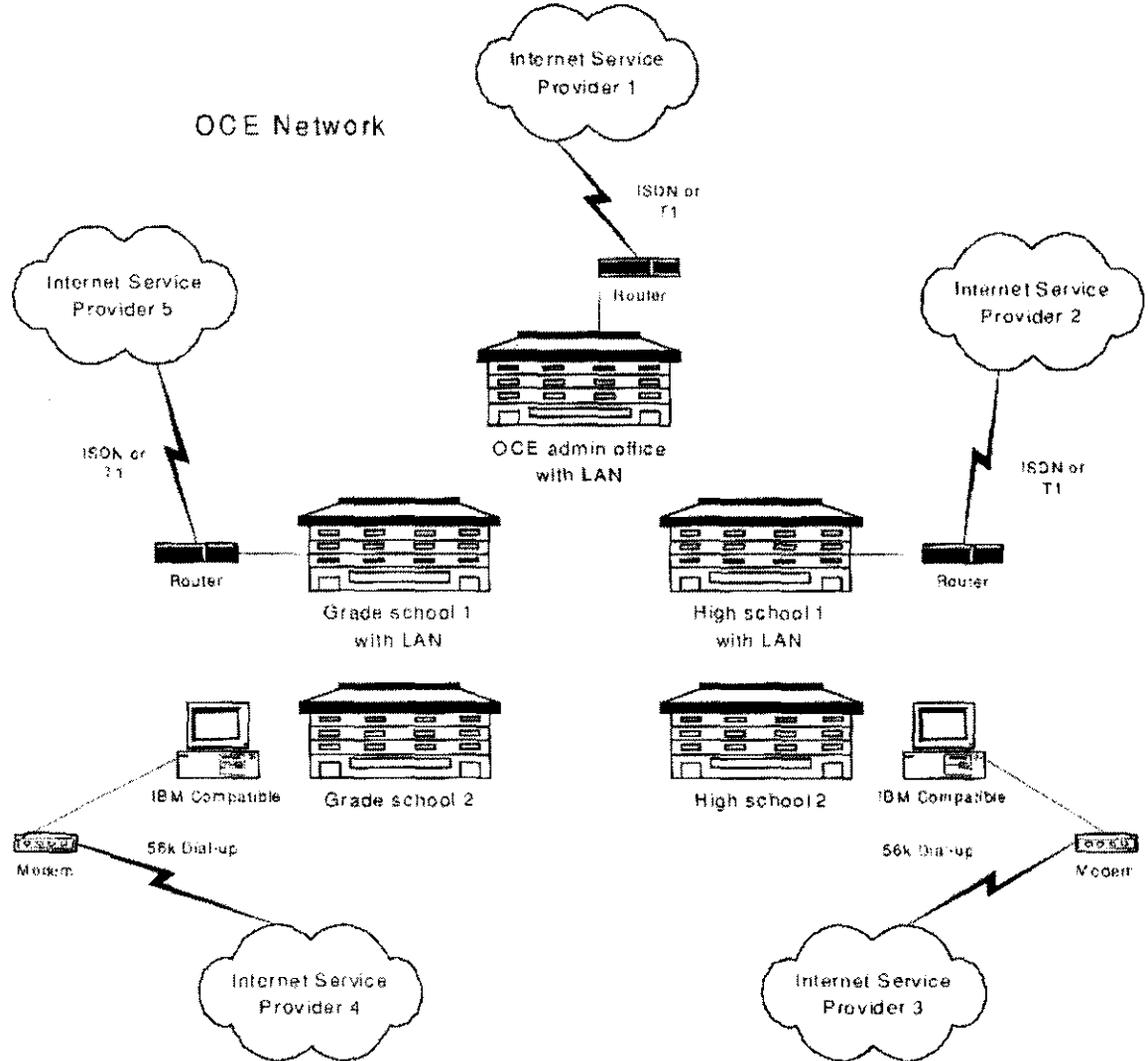
School Technology Planning Gaps

- Increase technology planning support for schools to enable a greater number of schools to complete their technology plans.
- Develop a local school planning template that shares the vision and goals of the OCS plan.
- Develop an Archdiocesan-wide Internet Safety Policy

V. Technology Deployment and Sustainability

Current Infrastructure

Following is a network diagram and school technical demographics/statistics.



Technology Infrastructure Statistics

2000 - 2001

E-Rate Discounts

138 schools participated in year 3 of the program. A total of \$1,759,759.29 in commitments were received from the Schools and Library Division of the Universal Services Program.

Computer to Student Ratio

Elementary - 6.45:1

Secondary - 5.6:1

All Schools - 6.21:1

Internet Access

83% of schools report some usage

E-Mail

72% schools have some access

LAN

Teacher Skill

66% have some to advanced experience in computer technology. 6% have little to no experience.

Budgets

2001 - 2002

160 schools applied for discounts in year 4. Schools requested an average of \$9,326.00 in discounts. Awarding of discounts is not yet completed.

Elementary - 6.2:1

Secondary - 4.5:1

All Schools - 5.67:1

89% of schools report usage

68% report some access

73% of schools have a LAN

71% of elementary classrooms are wired

86% of secondary classrooms are wired

76% have some to advanced experience. 6% with little to no experience.

Total technology budget for elementary is \$2,834,673 with an average \$13,828.

Total for secondary is \$2,721,224 with an average of \$76,611.

Total school budget is \$5,555,897.

The high schools are more technologically advanced since they use the latest technology in desktop computers. The grade schools are further behind technologically since the majority of their equipment is Pentium I, old Macintoshes, Apples, and pre 486 PCs. It will be difficult, if not impossible, to support newer operating systems, such as Windows 2000 or XP, on these older PCs.

Infrastructure Gaps

- Provide connectivity to the Internet and between schools and OCS.

Procurement

Currently, OCS does not offer central purchasing for technology. OIT advises on standards and may recommend vendors.

Procurement Gaps

- Develop a central inventory tracking system enabling OCS to analyze purchasing/replacement trends, which in turn could enhance system-wide technology planning.

Maintenance and Support

Support of the existing technology falls under the OIT organization, which is currently the responsibility of the Director of OIT. The OIT staff is comprised of 17 people with good skills, however, they cannot support an inventory of computer as diverse as those found in the schools.

Many schools have a technology coordinator and it is the coordinator's responsibility to support technology as much as possible at the local school. Additionally, OCS will recommend outsourcing hardware repair and networking solutions to various vendors without any means of tracking timelines and quality. Much technology support on the elementary level is provided through parent volunteers.

Maintenance and Support Gaps

- OCS and OIT should provide schools with the additional leadership, guidance, and services.

Collaboration and Communication Tools

Virtually all schools use computers to support an element of their administrative information management needs, though there is a wide variation in the level of use, the type of hardware installed, and the applications employed. More schools are using electronic communication vehicles on a daily basis.

The OCS Web site, <http://www.archdiocese-chgo.org/schools>, is utilized to communicate timely information to school personnel, parents, and stakeholders. The Technology Page newsletter updates schools on technology developments and resources. It is distributed through the mail and OCS Web site on a monthly basis.

Across all schools, there is still extensive reliance on paper records. This fact is changing through the use of e-mail currently available for OCS and a growing number of schools. Currently, 100% of the schools have facsimile accessibility.

OCS provides many documents as electronic templates. Reporting forms for the Illinois State Recognition Process, the OCS School Improvement Process, teacher and principal contracts are available for schools to utilize.

The Pastoral Center, including OCS, is networked to handle office automation functions for consultants and support staff. Major OCS data responsibilities that require additional administrative computing support include the school evaluation process, shareholders' report, faculty database, elementary school survey, high school survey, 8th grade post graduation plans, and governmental liaison information.

Collaboration and Communication Tools Gaps

- Increase communication between schools and homes using the growing availability of electronic means.

Coordination of Technology Initiatives Gaps

- Increase guidance and support in selecting and implementing administrative and office automation applications.

SECTION 7A

STAKEHOLDER COMMUNITY INVOLVEMENT

Goal: 1 Catholic schools, in partnership with the surrounding local and global communities, discover and leverage the educational, financial and technical resources available.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Develop an inventory of potential donors and resources to match against school needs.	All	Technology Director/ Committee	Ongoing	DNA	DNA
B. Create materials to plan a successful development campaign.	One/Two	Committee/ Marketing Director	2004	\$2000	Grants
C. Develop a school information packet to share with community businesses.	One/Two	Local Administrator Technology Committee	2004	*Related PR Materials	Local budget
D. Ensure technology plan addresses how community resources will be discovered and leveraged.	All	Local administrator, Technology Committee	Ongoing	DNA	DNA
E. Identify areas of the curriculum that provide an opportunity for local businesses to participate in the learning experiences.	All	Local administrator, faculty	Ongoing	DNA	DNA
F. Identify educational resources available in the local and global community.	All	Local administrator, technology committee	2004	DNA	DNA

Goal: 2 Catholic schools strive for equity in Archdiocesan-wide uses of technology.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Establish a cost- effective source for technical support.	3	IT with Technology Director/ Committee	2006	DNA	DNA
B. Expand the network for efficient donation and refurbishment of technology.	All	Technology Director, Committee	Ongoing	DNA	DNA

C. Assist and enable parishes and schools to conduct their local campaigns in support of education technology implementation.	All	Technology Director, Committee	Ongoing	DNA	DNA
D. Solicit full support for the technology plan through a thoughtful and timely information awareness campaign.	One/ Two	Technology Director/ Media Director, Committee	2003	*Related PR Materials	Grants

Goal: 3 Catholic schools provide enhanced learning and support for local school communities.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Assess interest level and potential use of school resources.	One	Local administrator, technology committees	Ongoing	DNA	DNA
B. Provide guidelines to address security and personnel issues.	2	Local administrator, faculty, technology committee	2004	DNA	DNA
C. Establish programs that will meet the needs of the local community.	All	Local administrator, technology committee	Ongoing	To be decided locally	Local budget

Goal: 4 Catholic schools, in partnership with the associated local and global communities, leverage technology to enable and optimize communication and the exchange of information.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Disseminate information and outcomes of the OCS Technology Plan to all stakeholder groups.	One	Technology Director/ Committee	2003	* Related PR Materials	Grants
B. Maintain the Archdiocesan-wide planning advisory committee to monitor the ongoing development and implementation of the education technology goals for instruction, administration and communication.	All	Technology Director	Ongoing	DNA	DNA

Goal: 5	Catholic schools will develop written technology plans that are based upon the mission, vision and belief statements and major goals of the OCS plan.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Determine, propose and sponsor strategies enabling all schools to develop comprehensive technology plans.	1 + 2	Technology Director/ Committee	2003		
B. Develop guidelines and provide planning information for all schools.	1	Technology Director/ Committee	2003		
C. Provide multiple workshops to orient school planning teams.	1 + 2	Technology Director/ Consultants	2004	\$10,000	Federal Funds
D. Provide review services of school technology plans (Peer Review).	On going	Technology Director/ Peer Review Teams	On going		
E. Ensure that schools incorporate the school technology plan into the School Improvement Plan.	On going	OCS Staff	On going		

SECTION 7B

ENGAGED LEARNING

Goal: 1 Catholic schools integrate technology competencies into the process of content-based teaching and learning in all disciplines at all instructional levels. (Engaged Learning)

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Design and develop awareness of opportunities to incorporate the principles of Engaged Learning.	1	Dir. Of Technology	2003	None	
B. Highlight Engaged Learning principles at curriculum workshops.	On-going	OCS Staff	On-going	None	
C. Incorporate technology integration strategies within the agenda of the Curriculum Advisory Committee.	1	Associate Superintendent	2003	None	
D. Investigate the development of incentives to encourage educators to incorporate technology in instruction in an innovative way.	3	Associate Superintendent	2005	None	
E. Identify and publish the location of model schools that incorporate Engaged Learning principles.	2	Dir. Of Technology	2004	None	

Goal: 2 Catholic schools, independently and collaborative use technology to communicate, access, analyze and evaluate information.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Identify standards for the educational uses of technology by students.	1	Dir. Of Technology + Advisory Committee	2002	None	
B. Develop a system-wide strategy for the attainment of student technology competencies.	2	Dir. Of Technology + Advisory Committee	2003	None	

C. Develop an alignment of technology initiatives with existing school improvement areas.	On-going	OCS Staff	On-going	None	
D. Provide resources (listservs, chat rooms, forums, etc.) that allow for collaboration between teachers in curriculum development, joint class projects and mutual growth.	2	Dir. Of Technology + OIT	2004	\$15,000	Grant

Goal: 3	Catholic schools align technology initiatives with school improvement goals for curriculum, instruction, and assessment.
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Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Ensure that curricular programs and written curriculum guides appropriately infuse technology into academic content and teaching strategies.	On-going	OCS Staff	On-going	None	
B. Identify and publish promising practices through OCS news vehicles.	On-going	Dir. Of Technology + Dir. Of Communications	On-going	None	
C. Encourage leadership in developing innovative pilot projects.	On-going	Dir. Of Technology	On-going	?	Grants
D. Identify vendors that provide appropriate solutions to application and hardware needs.	1	Dir. Of Technology + Advisory Committee + OIT	2003	\$2500 per school	Local School Budget

SECTION 7C

PROFESSIONAL DEVELOPMENT

Goal: 1 Catholic School professional staff (Administrators, Teachers, Librarians, Specialists) and support staff demonstrate competencies in technology skills and practices related to their responsibilities.

Strategy and/or related Purchase	Phase Year	Person(s) Responsible	Expected Finish Date	Cost	Funding Source
A. Identify a person or persons at each school to form a technology committee or focus group to forward Archdiocesan and local technology goals.	Immediate	Principals at the request of the OCS	October, 2002	none	None
B. Select a standard competency document (for example ISTE- International Society for Technology and Education) and communicate that document's availability.	1	Technology Coordinator	January, 2003	none	None
C. Identify or develop tools to measure the attainment of professional and support staff technology competencies.	1	OCS selected Ad Hoc Team	Spring, 2003	none	None
D. Ensure that school level and/or individual staff development plans appropriately infuse technology.	On-going	OCS selected Ad Hoc Team	Spring, 2003	none	None
E. Identify staff development providers who can address local inservice needs for both individuals and faculties.	On-going	OCS selected Ad Hoc Team	Spring, 2003	none	None
F. Revise the OCS job descriptions to include technology competencies required for the position.	2	OCS Staff	Summer, 2003	none	None